

MIDDLE SCHOOL
STUDENT CODE OF CONDUCT

About Discipline . . .

Philosophy

An orderly environment in the classroom and in the school as a whole is imperative so that each student may live and learn to his/her full potential. Ideally, discipline is self-directed. When self-discipline breaks down in the school setting, forces outside the student must be imposed to protect the others' rights.

At Lower Dauphin Middle School, those forces in the form of consequences are intended to help a student to modify his/her behavior, thereby restoring his/her capacity to be self-disciplined. Consequences are administered that, whenever possible, are related to the offense and are assigned in a manner that preserves student dignity.

All members of the Lower Dauphin Community, i.e., parents, teachers, administrators, board members, neighbors, senior citizens, business leaders, and students, must share the responsibility for good discipline in the schools.

Parents must be the first to foster self-discipline within their child at home. The school's role is to build on self-discipline taught at home by establishing and enforcing an age-appropriate code of conduct.

School Rules

All middle school students will:

- Be Prepared.
- Be Courteous.
- Be Responsible.
- Use THINK & SHARE Approach to Peer Interactions.
 - T** - Is it true?
 - H** - Is it helpful?
 - I** - Is it inspiring?
 - N** - Is it necessary?
 - K** - Is it kind?

Size up the problem.

Help self and others.

Assert yourself.

Report responsibly.

Empower yourself and others.

All middle school students will not:

- Chew gum.
- Throw snowballs.

- Eat or drink anywhere but in the cafetorium. Only water in a clear container is permitted.
- Be disrespectful or insubordinate.
- Publicly display affection.
- Use inappropriate language or profanity.
- Leave the school grounds prior to dismissal unless under the supervision of a teacher or signed out by a parent/guardian.
- Remain at school after 2:41 PM unless under the supervision of a teacher, coach, or advisor.
- Skateboard, scooter or rollerblade on district property.
- Ride bikes for reasons other than transportation to and from school.
- Bully or threaten others either verbally or in writing.
- Fight with, or assault another person.
- Steal or deface school property, or another person's property.
- Use, be in possession of, sell or distribute, or be under the influence of drugs or alcohol either at school, en route to/from school, or at any school-related activity.
- Be in possession of, distribute, or use a weapon or an instrument that could inflict bodily injury at school, en route to/from school, or at any school-related activity.
- Disrupt the education of other students through comments made on social media.
- Possess and use any aerosol products.
- Carry a cell phone for any reason outside of a **specific academic purpose.**
- Use, be in possession of, sell or distribute a vaporizer, tobacco product, or electronic cigarette.

General Guidelines

A discipline problem, as defined for the purpose of these guidelines, refers to any interruption to the educational process.

Teachers have the responsibility of handling most discipline problems either individually or with the support of the academic team. Many problems can be resolved effectively when parents are informed in the early stages of the problem. When the student continues to disrupt the learning environment even after parents have intervened, then one of the school principals becomes involved.

When a discipline problem occurs with a substitute teacher and/or guest of the school, the consequences will be increased.

There are certain circumstances in which a behavior problem is so severe that, with the approval of the superintendent, the student is assigned to the Alternative Education Program located at the High School.

Infractions of school rules are organized in four levels ranging from least to most serious. The levels, examples of infractions, procedures followed by the school staff, and possible consequences follow but are not limited to:

Level 1

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school

Examples: public display of affection, dress code violation, tardy to school or class, general classroom misconduct, food or drink (water in a clear container excluded) outside the cafeteria, non-defiant failure to follow directions

Procedure: The individual teacher or academic team will usually address Level I offenses. A proper, accurate record of the offense and the disciplinary action taken will be maintained by the teacher or team. Parental contact is made.

Consequences: Teachers/teams will assign a consequence or consequences that may include a verbal reprimand, special assignment, teacher detention, counseling, withdrawal of privileges, loss of hall pass, or student contract.

Level 2

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school

Examples: Unmodified Level I offenses, failure to serve teacher detention, lying, plagiarism or other forms of cheating, misconduct outside the classroom, i.e., in the hallway, cafetorium, or at school activities

Procedure: The academic team will usually address Level 2 offenses. A proper, accurate record of the offense and the disciplinary action taken will be maintained by the team. Parental contact is made.

Consequences: Teams will assign a consequence or consequences that may include a parent conference, student contract, loss of hall pass, loss of team privileges, team detention, activity restriction, work detention, or restitution.

Level 3

Acts against persons or property whose consequences do not seriously endanger the health or safety of others

Examples: Unmodified Level 2 offenses, bus misconduct, truancy, possession of tobacco products, insubordination, disrespectful speech, open defiance of authority, theft (under \$10.00), minor vandalism (under \$10.00), fighting, violation of Internet Acceptable Use policy, vandalism to computer or computer files, leaving school without permission, forgery of notes or passes, excessive tardies to school, profanity, obscene gestures, possession of prohibited electronic devices, distribution of offensive materials, and harassment

Procedures: The administrator initiates disciplinary action after investigating the infraction and, if necessary, conferring with staff on appropriate consequences, if necessary. The administrator then meets with the student and contacts the parent either via discipline referral form or by phone to explain the misconduct and the resulting consequence. Depending upon the severity of the incident, the administrator may make a referral to the Superintendent. A proper and accurate

record of the offense and the disciplinary action taken will be maintained by the administrator. If property is damaged, restitution is required.

Consequences: Temporary removal from class, student schedule change, detention, withdrawal of Internet privileges, withdrawal of computer privileges, alternative education program, in-school suspension, out-of-school suspension, administrative hearing, board hearing, expulsion, law enforcement agency contact, referral to Student Assistance Team as appropriate, suspension of bus riding privileges for bus misconduct

Level 4

Acts which result in violence to another's person or property or which pose a direct threat to the safety of others. These acts are clearly criminal and always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the Board of School Directors

Examples: Unmodified Level 3 misconduct, possession, sale or use of controlled substance (alcohol, drugs, drug paraphernalia, look-alike drugs), arson, extortion, bomb/bomb threats, possession of weapons or replicas of weapons, false fire alarms, indecent exposure, criminal trespass, possession of fireworks or explosives, inappropriate touching, striking an employee of the school district, theft (over \$10.00), major vandalism (over \$10.00), assault and battery, fighting (depending on severity), stealing, any violation of Pennsylvania's Criminal Code not previously covered.

Procedures: The administrator verifies the offense, confers with staff as necessary, and meets with the student. The parents are notified, and the student is removed from the school premises. School officials contact law enforcement agencies and assist in prosecuting the student as warranted. Referral of drug and alcohol policy violations are made to the Student Assistance Program. A complete and accurate report is submitted to the superintendent for board consideration.

Consequences: Board hearing, expulsion, Alternative Education Program, in-school suspension, out-of-school suspension, law enforcement officials contacted, mandatory referral of controlled substance violators to Student Assistance Team. Drug and alcohol violators must agree to the recommendations of Student Assistance Team or be referred for expulsion from school. Any student who is suspended for more than three days out-of-school may not return to school without an in-school parent conference

Common Consequences for Levels 2, 3, & 4

Detention: An administrator or teacher may assign a student to detention to modify his/her behavior. Detentions are held after school on Tuesdays and Thursdays from 2:41 until 4:30 PM. Students must bring academic work with them to detention. An activity bus is available after detention to transport students home. At least one day's notice will be given to the student assigned to detention.

Should the student be absent on the day of detention, he/she must make up that detention on the first available date upon his/her return to school.

Failure to attend an assigned detention will result in the assignment of an additional detention, for a total of two. Failure to serve either of these detentions may result in assignment to ISS in addition to reassignment of the detentions.

Often, students who commit Level 3 or 4 infractions are removed from the classroom. Following are descriptions of those consequences which are exclusionary in nature.

In-school suspension (ISS): A student assigned to ISS is placed in a restricted environment away from other students. The student works on assignments provided by the classroom teachers. Students who choose not to follow ISS rules are either assigned additional ISS time or are suspended out of school.

Students who are assigned to in-school suspension may not participate in, or attend after-school, evening, or weekend activities until they have completed their ISS assignment.

Out-of-school suspension (OSS): In the most serious cases of student misconduct, the administration assigns out-of-school suspension which means exclusion from school and school activities.

OSS is assigned for one to ten consecutive school days. No student shall be suspended without due process.

In those cases where the student is suspended out of school and where the parents cannot be notified or transportation is not available, the student is assigned to ISS for the remainder of the school day on which the OSS consequence is assigned.

During the period of OSS, parents are to assume responsibility for the student. For suspensions which exceed three days, a parent conference with the administrator will be required in order for the student to be reinstated in school.

Students on OSS may not be on any school district property, and, therefore may not participate in or attend any after-school, evening, or weekend school-related events until they are reinstated in school.

Upon reinstatement to school, students who have been on OSS have the responsibility of making up any work or tests missed while excluded from school.

Alternative Education Program: Students who are chronic disrupters of the learning environment or who have proven themselves to be dangerous to themselves or others may be assigned to the Alternative Education Program (AEP) contingent upon approval by the Assistant to the Superintendent. While attending the AEP, students work on assignments provided by the academic teaching team. Before returning to the middle school, students are evaluated on attendance, academic performance, behavior, and social interaction. An exit conference attended by the parent and school personnel is required prior to a student's returning to the middle school.

If upon return to the middle school a student assumes the behavior which had led to his/her original assignment to the AEP, he/she will return to the AEP. Should a second return to the

middle school result in still another recurrence of the unacceptable behavior, the student will be referred to the Board of School Directors for an expulsion hearing.

Expulsion: Any student who continually violates school rules, or is guilty of gross disobedience, or who does not modify his/her behavior after suspensions have been administered will be recommended to the superintendent for further disciplinary action which may include expulsion from school.

A formal hearing is required in all expulsion actions. A formal hearing may be held before the Board of School Directors or a duly appointed committee of the Board. Where the hearing is conducted by a committee of the Board or a hearing examiner, a majority vote of the entire Board of School Directors is required to expel a student. The procedures of due process are following any formal hearing.